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Identification of Management and Personnel Responsibility to Provide and Accept Opportunities for Improvement Thru Vocational and Educational Programs. Evaluation of PROJECT IMPROVE.

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Project Improve, the new title for the Coast Guard Aircraft Repair and Supply Center (AR&SC) Testing and Counseling Program in Elizabeth City, N.C., expresses the idea of this study: to assist all employees in gaining better understanding of their full potential and their training needs. The results of Project Improve are listed in tables throughout this study, implying that it has worked effectively for the AR&SC; it can be considered a prototype for other Coast Guard centers; it would not necessarily have the same results under different conditions; and a more detailed evaluation of it must wait until the program's effect has brought about empirically measurable changes. Results showed increases in employee participation in educational opportunities; increases in employee productivity and morale; a favorable reception to the program by the community educational institutions, the local union, and employees; participation in after hours training inversely related to both educational level and job position level; and no increase in personnel or budget of AR&SC necessary for the program. (Appendixes contain letters and announcements pertaining to the program.) (jf)

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EVALUATION OF PROJECT
IMPROVE

IMPROVE

IDENTIFICATION OF

MANAGEMENT AND

PERSONNEL

RESPONSIBILITY
TO PROVIDE
AND ACCEPT

OPPORTUNITIES FOR
IMPROVEMENT THRU

VOCATIONAL AND

EDUCATIONAL PROGRAMS.

AC003410

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JULY 1966

I. FOREWORD

Project Improve is the new title given to the AR&SC Testing and Counseling Program. The new title was adopted because this study indicates that the secondary objective of the initial program, which was to provide assistance to all employees in better understanding of their overall potential and their need for training, has produced the most noteworthy results. The primary objective of the original program to provide management with the tools and information of use in selecting employees for special training has also been successful.

The name "Improve" suggests both change and the value and direction of change. The new "Great Society" that we are all striving to build requires such change. Improvement must ultimately be achieved by effort of individual employees. Project Improve benefits management by providing tools and procedures to identify and select, in the most objective and valid way, the employees who can benefit most from training. The program benefits the employee by increasing the probability of the selection of individuals ready to receive training. This reduces the probability of failure and the loss of status of the individual in his group and community. Project Improve encourages and guides realistic employee self-improvement efforts at local and private education and training facilities.

The program has also stimulated the local educational resources and encouraged them to recognize the need to devise educational programs which more meaningfully satisfy the need of the community.

II. SUMMARY OF THE REPORT

1. INTRODUCTION

In early May 1965, a program was initiated at AR&SC to assist Management in selecting employees most qualified for job-related training provided at Government expense and also to facilitate the counseling of employees with regards to their own self-development needs, and the educational opportunities available at local public schools and colleges.

On 17 August 1965, the AR&SC Testing and Counseling Program was announced and implemented. (See Appendix A.)All employees were given the opportunity to be tested, interviewed and counseled regarding educational opportunities appropriate to their needs.

The program was well received by Management and by most of the employees. Subsequent to the interview and guidance session, many employees participated in off-duty education in locally available programs. The original program has been renamed Project Improve.

2. PURPOSE

This study was directed by the Chief, Office of Personnel to ascertain the results of Project Improve after one year. Accordingly, it was necessary to evaluate the effect of the program on the AR&SC complex and on the Elizabeth City educational facilities. Also, it was considered desirable to evaluate the degree and nature of employee interest and participation in off-duty training programs during the 1965-1966 school year.

3. RESULTS

The complete results of this study are presented in the body of this report and in Appendix B, C, and D. A summary of the results is presented below:

a. Project Improve appears to be of considerable worth to Management. Command at AR&SC has stated "that lasting and important advances in increased efficiency are likely results from upgrading the education of our employees" and "that employee productivity and morale have improved." (See Appendix B.)

b. Project Improve has been most favorably received by the community educational institutions. Dr. B.A. Barringer, President of the College of the Albermarle and Director of Adult Education, stated that "We are extremely interested in this project since the people of concern are our citizens." Concerning Coast Guard's efforts in our cooperative educational improvement venture (Project Improve), Dr. Barringer stated, "This is a procedure which other government agencies and private commercial interests might well emulate." (See Appendix C.)

c. Project Improve has been accepted and given positive support by the local union. The union has encouraged both members and non-members to participate in off-duty training. (See Appendix D.)

d. Project Improve has received general acceptance by AR&SC personnel and has been helpful to employees as indicated in the body of this report and in Appendix B and D.

e. Two-thirds of all employees (Wage Board and Classification Act) at AR&SC stated the desire to participate in after-hours training programs locally available.

f. Of the employees who indicated a desire for training (during the AR&SC interview phase of Project Improve), 31% actually attended the after-hours courses and programs.

g. Participation in after-hours training as a result of the program is inversely related to both education level and job position level; i.e., the lower the education level or job position level, the greater the participation in training programs. The highest percent of participation was in the Negro group (51%).

h. Job or position level at AR&SC is directly related to educational level. The relationship is noticeable in that the 'more responsible' jobs and positions are more apt to be filled by persons with higher education. Accordingly, it appears that persons with lower education have less chance of promotion. The Negro group, which is the least educated of all the groups, also holds a preponderance of the lower-level jobs.

i. The lower the education level, the greater the reluctance to participate in the personnel testing aspect of this project. Many of those who refused testing at AR&SC did, however, follow the guidance and encouragement given in the AR&SC interview phase of Project Improve by enrolling in after-hours educational programs.

j. The results attained in the Project Improve were accomplished without an increase in personnel or budget.

k. The same level of support given in FY 1966 is planned for FY 1967. (See Appendix B.)

4. CONCLUSIONS

a. Project Improve is working effectively at AR&SC. The prognosis is for continued success of the project.

b. Project Improve can be considered as a prototype to guide other commands in a similiar effort.

c. This overall good result, however, does not guarantee that Project Improve will work as well in other settings. Factors such as school-community

relations, geographical and social conditions, and opportunity for "moonlighting" might have different influence on a similar program at other locations.

d. A more comprehensive evaluation of the full impact of Project Improve must be deferred until such time as the program has had time to bring about changes of sufficient magnitude in important factors which can be measured and evaluated in an objective and empirical manner.

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III. BASIC REPORT

1. BACKGROUND

Training provided for civilians at Government expense is a Management responsibility. Therefore, all civilian training needs and requests are identified and recommended by Management at all levels. Hence, training provided by Coast Guard for employees is all Management directed. In keeping with this policy, training was requested and recommended for employees concerned with the new HH-52A helicopter overhaul, repair and maintenance programs. These requirements generated urgent needs for new job knowledges and skills for a large number of personnel (civilian and military).

Specialized training programs were provided at Coast Guard expense to develop capable and effective teams of mechanics (military and civilian) to meet the operational demands of the HH-52A helicopter repair program. Civilian and military personnel were selected and attended the same courses and in the same classes. There is no record of failure among the U.S. Coast Guard's military personnel who were selected for and took the HH-52A helicopter repair courses. Command's attempt to answer why civilians failed generated the AR&SC Testing and Counseling Program which is described in detail in Appendix A. The major objectives of the program were:

a. to determine which employees were ready for training provided at Government expense, and

b. to identify training needs which could be met by local education institutions and facilities.

The AR&SC Testing and Counseling Program was offered to all employees on 17 August 1965. Better than 80% took advantage of the testing phase on a voluntary basis. However, all employees were interviewed and counseled concerning available training and education opportunities. Many employees participated in education and training programs as a consequence.

Since the AR&SC program was far more successful than anticipated; since it applies to all employees; and since it challenges and motivates each employee to take prompt and positive action for self-development and self-improvement, a more fitting title, Project Improve has been given to the AR&SC program.

2. DESCRIPTION OF EMPLOYEE GROUPS PARTICIPATING IN PROJECT IMPROVE

AR&SC civilian personnel are either Wage Board (Blue Collar) or Classified (White Collar) workers. The Wage Board employees number 225 and are involved in a wide range of jobs related to aircraft repair and maintenance.

Blue Collar job levels are as follows:

Foreman
Leadingman
Mead

Journeyman
Intermediate
Helper
Laborer

No women are involved in Blue Collar work at AR&SC. Of the Blue Collar men, 51 are Negroes and 174 are White.

The Classified Civil Service workers fill a variety of positions including clerical, supply, and accounting. Position structure is directly related to grade numbers, i.e., the higher the number, the higher the position. Forty-one of the Classified workers are male and twenty-six are female. There are no Negroes in this group.

3. PROCEDURE

Constraints on the study to evaluate Project Improve included difficult limitations of time, money and personnel, which in turn imposed a restriction on the use of empirical information already available. Also, there was a restriction with regard to the amount of cooperation in time and effort that could reasonably be requested from interested organizations and persons involved in the study. Such limitations, including the fact that Project Improve is only one year old, precluded the possibility of a complete or elegant evaluation. Accordingly, evaluation of Project Improve was directed toward obtaining the most meaningful and reliable evaluation possible under the conditions imposed.

This Evaluation Included:

a. An evaluation of the effect of the program on the AR&SC complex and on the Elizabeth City educational facilities.

b. An evaluation of the acceptance of the program by employees and by the local union.

c. An evaluation of the degree and nature of participation in off-duty training and in the testing aspects of the program.

One of the two evaluation procedures used in this study is based on informed opinion of responsible authority. This approach provides testimonial information which, at the very minimum, indicates organizational attitude toward Project Improve and also organizational willingness to participate in Project Improve. Though most of the content of these testimonials is based on informed opinion and is therefore somewhat subjective, it is unlikely that the testimonials obtained for this study are out of line with actual conditions. These results are presented in Appendix B, C and D.

The second evaluation procedure used in this study is based on interview and questionnaire information and involves the analysis of frequencies of personnel in meaningful classifications and also a determination of the relationship between important factors.

4. RESULTS

The results of this study are presented in this section except for the testimonial letters which are presented as Appendix B, C, and D.

a. Relationship Between Educational Level and Job or Position Level.

Tables 1 through 5 indicate that a direct relationship exists between educational level and job or position level for both Wage Board and Classified workers. The relationship is noticeable in that the higher jobs or positions are more apt to be filled by personnel from the higher educational levels.

Though the statistical interaction of age and experience on the relationship of education with job or position level is not evaluated in this study, it is reasonable to assume that the higher education level personnel in the lower jobs or positions tend to be the younger and less experienced personnel who will, in the course of time, be promoted to the higher jobs or positions. But even without taking these factors into account, it appears that, on the average, personnel in the lower educational levels have less chance for promotion. A comparison of Tables 2 and 3 indicates that the Negro group, which is the lesser educated of the two Wage Board groups, also holds a preponderance of the lower jobs.

b. Relationship Between Desire for Training and Job Level.

Tables 6 through 10 indicate a small inverse relationship between the desire for training and job or position level; i.e., the lower the job, the greater the desire for training. However, the relationship is small and could have occured by chance at the .30 level.

Table 7 indicates that the Negro group is the most desirous of training with 76% responding in the affirmative. Among the Classified workers, the males responded very favorably toward off-duty training while women were the least desirous of all the groups. In this regard, many of these women indicated in the interview that family and home responsibility preclude their participation in a training program.

c. Relationship Between Desire for Training and Educational Level.

Tables 11 through 16 indicate a direct relationship between stated desire for training and educational level; i.e., the higher the educational level, the greater the desire for more training. Table 12, however, indicates that this relationship does not hold up for the Negro group; i.e., Negroes with lower educational levels want training as much as do Negroes who have achieved higher educational levels.

Comparing these findings with the slight inverse relationship found between desire for training and job level, and the position relationship between level of training and job level, indicated a need to consider the interaction of these factors which is presented in Table 14.

d. Relationship Between Participation in Training and Job or Position level.

Tables 17 through 21 indicate that participation of Wage Board employees in off-duty training programs is inversely related to job level, i.e., the lower the grade, the greater the number of personnel who participated in the training program. This relationship is due, in large part, to the fact that the greatest percentage of participation in after-duty training was from the Negro group. Tables 20 and 21 indicate that only a small number of the Classified workers actually participated in training despite the indication in Tables 15 and 16 that many were interested.

e. Relationship Between Participation in Training and Education Level.

Tables 22 through 25 indicate that there is an inverse relationship between education level and participation in the training program; the lower the education level, the greater the participation. This relationship is due, in large part, to the fact that the greatest percent of participation in after-duty training was from the Negro group.

f. Relationship Between Education Level and Willingness to be Tested.

Tables 26 and 27 indicate that there is a relationship between education level and willingness to be tested, i.e., the lower the education level, the greater the reluctance to be tested; and the higher the education level, the greater the willingness to be tested. However, though this finding is reasonable and statistically reliable, the trend, may also, in part, be attributed to group membership. In this regard, Table 27 indicates that the Classified female workers have the highest education level and are most willing to be tested. The Classified male workers are the next most educated and are the next most willing group to be tested. The Wage Board White male is the next most highly educated group and is, on the average, more willing to be tested than the Wage Board Negro male who is the least educated and also the least willing to be tested.

g. Relationship Between Job Level and Willingness to be Tested.

Tables 28 and 29 indicate a slight relationship between job level and willingness to be tested. However, the degree of relationship is not large enough to be considered as statistically reliable.

h. Reasons Given for Non-participation in Off-duty Training by Some Employees.

Reasons given by employees for non-participation were classified and tallied as presented below. These figures included both those who did not wish to participate and those who stated that they wanted to participate but could not. If employees gave more than one reason, only the more significant one was counted.

1. WAGE BOARD EMPLOYEES

		NEGRO	WHITE
1.	Transportation	2	5
2.	Financial	0	4
3.	Home	2	3
4.	Personal	0	13
5.	No Courses of Value	1	1
6.	Age and Health	6	29
7.	Lack of Interest	3	14
8.	Moonlighting	0	7
9.	No Need	0	19
10.	Community Interests	0	0
		14	95

2. CLASSIFICATION ACT EMPLOYEES

		MALE	FEMALE
1.	Transportation	1	1
2.	Financial	2	0
3.	Home	2	10
4.	Personal	3	1
5.	No Courses of Value	7	2
6.	Age and Health	1	3
7.	Lack of Interest	10	5
8.	Moonlighting	2	0
9.	No Need	0	1
10.	Community Interests	1	0
		29	23

5. CONCLUSIONS

a. Project Improve is working effectively at AR&SC. The prognosis is for continued success of the project.

b. Project Improve can be considered as a prototype to guide other commands in a similar effort.

c. This overall good result, however, does not guarantee that Project Improve will work as well in other settings. Factors such as school-community relations, geographical and social conditions, and opportunity for "moonlighting" might have different influence on a similar program at other locations.

d. A more comprehensive evaluation of the full impact of Project Improve must be deferred until such time as the program has had time to bring about changes of sufficient magnitude in important factors which can be measured and evaluated in an objective and empirical manner.

TABLE 1

Educational Level vs Job Level

TOTAL WAGE BOARD GROUP

	Elementary and Junior High School, grades 1-8, inclusive	High School or all grades 9-12, inclusive and over	Total
Upper Jobs: Foreman, Leadingman, Head	12% 2 people	88% 22 people	100% 24 people
Middle Jobs: Journeyman, Intermediate	35% 56 people	65% 101 people	100% 157 people
Lower Jobs: Helper, Laborer	64% 28 people	36% 16 people	100% 44 people
TOTAL	38% 86 people	62% 139 people	100% 225 people

Chi Square significant at .001 level of confidence

Contingency coefficient= .90

TABLE 2

Educational level vs Job Level

WAGE BOARD NEGRO GROUP

	Elementary and Junior High School, grades 1-8 inclusive	High School or all grades 9-12, inclusive and over	Total
Upper Jobs: Foreman, Leadingman, Head	0% 0	100% 1 person	100% 1 person
Middle Jobs: Journeyman, Intermediate	57% 13 people	43% 9 people	100% 22 people
Lower Jobs: Helper, Laborer	86% 24 people	14% 4 people	100% 28 people
TOTAL	73% 37 people	27% 14 people	100% 51 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 3

Educational Level vs Job Level

WAGE BOARD WHITE GROUP

	Elementary and Junior High School, grades 1-8, inclusive	High School or all grades 9-12 inclusive and over	Total
Upper Jobs: Foreman, Leadingman, Head	9% 2 people	91% 21 people	100% 23 people
Middle Jobs: Journeyman, Intermediate	32% 43 people	68% 92 people	100% 135 people
Lower Jobs: Helper, Laborer	25% 4 people	75% 12 people	100% 16 people
TOTAL	28% 49 people	72% 125 people	100% 174 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 4

Educational Level vs Position Level

CLASSIFIED FEMALE PERSONNEL

	High School grades 9, 10 and 11	High School grades 12 and above	Total
GS-5 through GS-11	0% 0 people	100% 13 people	100% 13 people
GS-3 and GS-4	15% 2 people	85% 11 people	100% 13 people
TOTAL	8% 2 people	92% 24 people	100% 26 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 5

Educational Level vs Position Level

CLASSIFIED MALE PERSONNEL

	High School grades 9, 10 and 11	High School grades 12 and above	Total
GS-5 through GS-11	8% 2 people	92% 24 people	100% 26 people
GS-3 and GS-4	20% 3 people	80% 12 people	100% 15 people
TOTAL	13% 5 people	87% 36 people	100% 41 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 6

Desire for Training by Job Level

TOTAL WAGE BOARD GROUP

	Do Not Want Training	Want Training	Total
Upper Jobs: Foreman, Leadingman, Head	37% 9 people	63% 15 people	100% 24 people
Middle Jobs: Journeyman, Intermediate	36% 55 people	64% 102 people	100% 157 people
Lower Jobs: Helper, Laborer	25% 11 people	75% 33 people	100% 44 people
TOTAL	33% 75 people	67% 150 people	100% 225 people

Statistical significance at .30 level

TABLE 7

Desire for Training by Job Level

WAGE BOARD NEGRO GROUP

	Do Not Want Training	Want Training	Total
Upper Jobs: Foreman, Leadingman, Head	0% 0 people	100% 1 person	100% 1 person
Middle Jobs: Journeyman, Intermediate	19% 4 people	81% 18 people	100% 22 people
Lower Jobs: Helper, Laborer	29% 8 people	71% 20 people	100% 28 people
TOTAL	24% 12 people	76% 39 people	100% 51 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 8

Desire for Training by Job Level

WAGE BOARD WHITE GROUP

	Do Not Want Training	Want Training	Total
Upper Jobs: Foreman, Leadingman, Head	40% 9 people	60% 14 people	100% 23 people
Middle Jobs: Journeyman, Intermediate	38% 51 people	62% 84 people	100% 135 people
Lower Jobs: Helper, Laborer	19% 3 people	81% 13 people	100% 16 people
TOTAL	46% 63 people	64% 111 people	100% 174 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 9

Desire for Training by Position Level

TOTAL CLASSIFIED GROUP

	Do Not Want Training	Want Training	Total
GS-6 and above	37% 6 people	63% 10 people	100% 16 people
GS-3, 4 and 5	33% 17 people	67% 34 people	100% 51 people
TOTAL	34% 23 people	66% 44 people	100% 67 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 10

Desire for Training by Sex Category

TOTAL CLASSIFIED GROUP

	Do Not Want Training	Want Training	Total
Male	29% 12 people	71% 29 people	100% 41 people
Female	42% 11 people	58% 15 people	100% 26 people
TOTAL	34% 23 people	66% 44 people	100% 67 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 11

Desire for Training by Educational Level

TOTAL WAGE BOARD GROUP

	Do Not Want Training	Want Training	Total
High School Grade 12 and above	27% 25 people	73% 68 people	100% 93 people
Grades 9, 10 and 11	24% 11 people	76% 35 people	100% 46 people
Grades 7 and 8	48% 22 people	52% 24 people	100% 46 people
Grades 1-6, inclusive	43% 17 people	57% 23 people	100% 40 people
TOTAL	33% 75 people	67% 150 people	100% 225 people

Chi Square significant at .01 level of confidence.

TABLE 12

Desire for Training by Educational Level

WAGE BOARD NEGRO GROUP

	Do Not Want Training	Want Training	Total
High School Grade 12 and above	20% 2 people	80% 8 people	100% 10 people
Grades 9, 10 and 11	25% 1 person	75% 3 people	100% 4 people
Grades 7 and 8	22% 3 people	78% 11 people	100% 14 people
Grades 1-6, inclusive	26% 6 people	74% 17 people	100% 23 people
TOTAL	24% 12 people	76% 39 people	100% 51 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 13

Desire for Training by Educational Level

WAGE BOARD WHITE GROUP

	Do Not Want Training	Want Training	Total
High School Grade 12 and above	28% 23 people	72% 60 people	100% 83 people
Grades 9, 10 and 11	24% 10 people	76% 32 people	100% 42 people
Grades 7 and 8	60% 19 people	40% 13 people	100% 32 people
Grades 1-6, inclusive	65% 11 people	35% 6 people	100% 17 people
TOTAL	36% 63 people	64% 111 people	100% 174 people

Chi Square significant at .01 level of confidence.

TABLE 14

Desire for Training by Educational Level and By Job Level

TOTAL WAGE BOARD GROUP

	Grades 1-8		Grades 9 and above		Totals	
	Do Not Want Training	Want Training	Do Not Want Training	Want Training	Do Not Want Training	Want Training
Upper Jobs: Foreman, Leadingman, Head	100% 2 people	0% 0 people	36% 8 people	64% 14 people	42% 10 people	58% 14 people
Middle Jobs: Journeyman, Intermediate	55% 31 people	45% 25 people	24% 24 people	76% 77 people	35% 55 people	65% 102 people
Lower Jobs: Helper, Laborer	22% 6 people	78% 22 people	31% 5 people	69% 11 people	25% 11 people	75% 33 people
TOTALS	45% 39 people	55% 47 people	26% 37 people	74% 102 people	33% 76 people	67% 149 people

TABLE 15

Desire for Training by Educational Level

CLASSIFIED MALE GROUP

	Do Not Want Training	Want Training	Total
High School Grade 12 and above	26% 11 people	74% 25 people	100% 36 people
Grades 9, 10 and 11	20% 1 person	80% 4 people	100% 5 people
TOTAL	29% 12 people	71% 29 people	100% 41 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 16

Desire for Training by Educational Level

CALSSIFIED FEMALE GROUP

	Do Not Want Training	Want Training	Total
High School Grade 12 and above	42% 10 people	58% 14 people	100% 24 people
High School Grades 9, 10 and 11	50% 1 person	50% 1 person	100% 2 people
TOTAL	42% 11 people	58% 15 people	100% 26 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 17

Participation in Training Program by Job Level

TOTAL WAGE BOARD GROUP

	Did not take training but Want to	Took training	Total
Upper Jobs: Foreman, Leadingman, Head	67% 10 people	33% 5 people	100% 15 people
Middle Jobs: Journeyman, Intermediate	73% 77 people	27% 25 people	100% 102 people
Lower Jobs: Helper, Laborer	52% 17 people	48% 16 people	100% 33 people
TOTAL	69% 104 people	31% 46 people	100% 150 people

Chi Square significant at .05 level

TABLE 18

Participation in Training Program by Job Level

WAGE BOARD NEGRO GROUP

	Did not take training but Want to	Took training	Total
Upper Jobs: Foreman, Leadingman, Head	0% 0 people	100% 1 person	100% 1 person
Middle Jobs: Journeyman, Intermediate	62% 11 people	38% 7 people	100% 18 people
Lower Jobs: Helper, Laborer	40% 8 people	60% 12 people	100% 20 people
TOTAL	49% 19 people	51% 20 people	100% 39 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 19

Participation in Training Program by Job Level

WAGE BOARD WHITE GROUP

	Did not take training but Want to	Took training	Total
Upper Jobs: Foreman, Leadingman, Head	71% 10 people	29% 4 people	100% 14 people
Middle Jobs: Journeyman, Intermediate	79% 66 people	21% 18 people	100% 84 people
Lower Jobs: Helper, Laborer	67% 9 people	33% 4 people	100% 13 people
TOTAL	77% 85 people	23% 26 people	100% 111 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 20

Participation in Training Program by Position Level

TOTAL CLASSIFIED GROUP

	Did not take training but Want to	Took training	Total
GS-6 and above	80% 8 people	20% 2 people	100% 10 people
GS-3, 4 and 5	88% 30 people	12% 4 people	100% 34 people
TOTAL	86% 38 people	14% 6 people	100% 44 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 21

Participation in Training Program
by Male and Female Category

TOTAL CLASSIFIED GROUP

	Did not take training but Want to	Took Training	Total
Male	82% 24 people	18% 5 people	100% 29 people
Female	93% 14 people	7% 1 person	100% 15 people
TOTAL	86% 38 people	14% 6 people	100% 44 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 22

Participation in Training by Education Level

TOTAL WAGE BOARD GROUP

	Did Not take training but Want to	Took training	Total
High School Grade 12 and above	81% 55 people	19% 13 people	100% 68 people
Grades 9, 10, and 11	66% 23 people	34% 12 people	100% 35 people
Grades 7 and 8	58% 14 people	42% 10 people	100% 24 people
Grades 1-6 incl.	52% 12 people	48% 11 people	100% 23 people
TOTAL	69% 104 people	31% 46 people	100% 150 people

Chi Square significant at .02 level of confidence.

TABLE 23

Participation in Training by Education Level

WAGE BOARD NEGRO GROUP

	Did Not take training but Want to	Took training	Total
High School Grade 12 and above	87% 7 people	13% 1 person	100% 8 people
Grades 9, 10, and 11	0% 0 people	100% 3 people	100% 3 people
Grades 7 and 8	45% 5 people	55% 6 people	100% 11 people
Grades 1-6 incl.	41% 7 people	59% 10 people	100% 17 people
TOTAL	49% 19 people	51% 20 people	100% 39 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 24

Participation in Training by Education Level

WAGE BOARD WHITE GROUP

	Did Not take training but Want to	Took training	Total
High School Grade 12 and above	80% 48 people	20% 12 people	100% 60 people
Grades 9, 10, an and 11	72% 23 people	28% 9 people	100% 32 people
Grades 7 and 8	69% 9 people	31% 4 people	100% 13 people
Grades 1-6 incl.	83% 5 people	17% 1 person	100% 6 people
TOTAL	77% 85 people	23% 26 people	100% 111 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 25

Participation in Training Program by Education Level

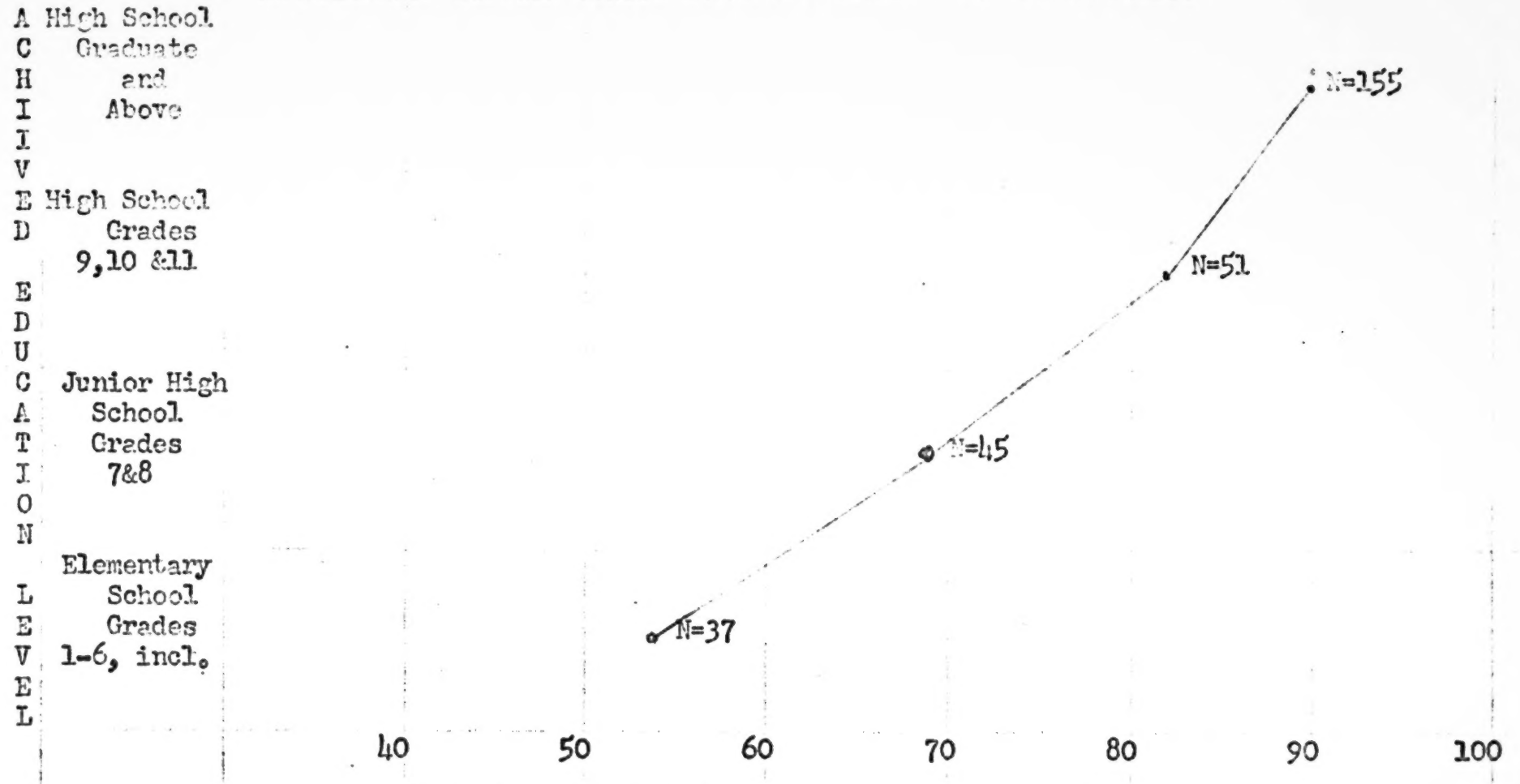
TOTAL CLASSIFIED GROUP

	Did Not take training but Want to	Took training	Total
High School Grade 12 and above	88% 34 people	12% 5 people	100% 39 people
Grades 9, 10, and 11	80% 4 people	20% 1 person	100% 5 people
TOTAL	86% 38 people	14% 6 people	100% 44 people

Insufficient numbers in some categories preclude tests of significance.

TABLE 26

RELATIONSHIP BETWEEN SCHOOL LEVEL AND WILLINGNESS TO BE TESTED



(N=Number of employees in each education category)

Chi Square significant at .001 level of confidence
Contingency coefficient=.79

TABLE 27

School Level and Willingness to be Tested

	Not Tested				Tested			
	Classified		Wage Board		Classified		Wage Board	
	Female	Male	White	Negro	Female	Male	White	Negro
High School Grad. 12 & above	2	6	4	5	22	30	78	5
HS Grades 9, 10 and 11	0	1	7	2	2	4	36	2
Jr. High School Grades 7 and 8	0	0	10	5	0	0	23	9
Elementary School Grades 1-6 incl.	0	0	9	11	0	0	7	12
TOTAL	2	7	30	23	24	34	144	28

TABLE 28

Job Level and Willingness to be tested

TOTAL WAGE BOARD GROUP

	Not Tested	Tested	Total
Upper Jobs: Foreman, Leadingman, Head	13% 3 people	87% 21 people	100% 24 people
Middle Jobs: Journeyman, Intermediate	23% 36 people	77% 121 people	100% 157 people
Lower Jobs: Helper, Laborer	30% 13 people	70% 31 people	100% 44 people
TOTAL	23% 52 people	77% 173 people	100% 225 people

Chi Square not significant at .05 level

TABLE 29

Position Level and Willingness to be Tested

TOTAL CLASSIFIED GROUP

	Not tested	Tested	Total
GS-6 and above	12% 2 people	88% 14 people	100% 16 people
GS-3, 4, and 5	14% 7 people	86% 44 people	100% 51 people
TOTAL	13% 9 people	87% 58 people	100% 67 people

Insufficient numbers in some categories preclude tests of significance.

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Civilian Personnel Division

PC-3
DATE: 26 October 1965

FROM : Chief, Employee Development Branch

SUBJECT: Testing Program for Civilian Personnel at AR&SC

1. In response to a request by the Commanding Officer, Captain J. W. Williams, I visited AR&SC during the period 4-8 October 1965, to assist in finalizing the testing program for the civilian personnel at AR&SC. Mr. Joseph J. Cowan, Research Psychologist, in the Officer Personnel Division accompanied me on this visit.

2. Briefings, presentations and discussions were held with local educators on Monday, Tuesday and Wednesday, 4, 5, and 6 October 1965 at AR&SC and in the offices of the various educators as follows:

a. Dr. W. N. Ridley, President, Elizabeth City State College
b. Dr. Henderson, Dean, English Department, Elizabeth City State College
c. Dr. Sutton, Dean, Mathematics Department, Elizabeth City State College
d. Dr. R. I. Hislop, President, College of the Albermarle
e. Dr. R. Barringer, Dean, College of the Albermarle
f. Mr. J. T. Wicker, Director, Adult Education, College of the Albermarle
g. Mr. R. G. Proctor, Carolina College of Commerce
h. Father J. P. Robinson, S.S.E., Parochial Schools

3. Courses and programs presently available and those which can be made available in the near future will provide for the basic educational and training needs of almost all AR&SC personnel, civilian and military.

4. The tests were taken voluntarily by 80% of the civilian personnel at AR&SC, and scored. The raw scores were converted to Navy Standard Scores. Participants were interviewed and advised of their scores and courses or programs which they should be able to pursue with success should they desire to do so at this time.

5. The Commanding Officer and I made a staff study report of the subject program. See enclosure (1). A Management Improvement Report dated 22 October 1965 was forwarded to the Commandant (CAM) by the Commanding Officer. See enclosure (2).

6. Based on preliminary information gathered concerning this program, it appears that the AR&SC testing program may prove beneficial to other industrial bases and may have servicewide application. This program may be a topic of interest to those attending the Area and District Commanders' Conference, 1-5 November 1965.

J. L. KRANKE

5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

UNITED STATES COAST GUARD
AIRCRAFT REPAIR & SUPPLY CENTER
ELIZABETH CITY, N. C.

21 October 1965

STUDY ON CIVILIAN EMPLOYEE EXAMINING PROGRAM TO DETERMINE EDUCATIONAL LEVELS AND APTITUDE FOR USE IN DETERMINING READINESS TO PURSUE ADDITIONAL TRAINING AND EDUCATION.

1. PROBLEM. To improve the overall efficiency and effectiveness of the civilian personnel at AR&SC by determining their educational levels and aptitudes, identifying their training and educational needs, facilitating the arrangement of programs of development designed to meet their needs, and encouraging and motivating them to participate in existing educational programs, and those which may be arranged.

2. ASSUMPTIONS.

a. That the educational levels of AR&SC civilian employees are below national averages.

b. That the performance levels and promotion potential can be improved by increasing educational levels.

c. That some sufficiently accurate testing program is available which will be adequate to determine educational levels and aptitudes to provide a sound basis for recommending programs to meet the personal educational needs of the individual, as well as provide improved criteria for selection of personnel for special job related training.

3. FACTS BEARING ON THE PROBLEM. The principal facts bearing on the problem relate to the changes in the type of aircraft maintained, overhauled and serviced by the AR&SC, and the changing social climate in which employees with relatively low educational levels and aptitudes feel that they are being discriminated against when they are unable to qualify for advanced job opportunities.

a. There is a need for new job knowledge and skills, and a necessity to provide special job related training programs which will meet the needs particularly related to the new HH-52A helicopter program.

b. Military and civilian personnel attend the same specialized job-related training programs in connection with the transition to the HH-52A helicopter, and some other new skill requirements such as the X-Ray non-destructive inspection program.

c. Several civilian personnel selected to attend special job related training programs on the HH-52A helicopter failed the courses.

d. We have no record of military personnel selected for HH-52A helicopter courses having failed.

e. All Coast Guard enlisted personnel have taken the Navy Basic Test Battery and their Standard Scores are in their personnel records.

f. The Navy Basic Test Battery has proved successful and valid for the selection of Navy and Coast Guard military personnel to attend special training schools at various levels.

g. There is a hard core of civilian employees who are illiterate and thus cannot qualify for advancement.

h. There are a number of civilian employees who are functionally illiterate, and hence have extremely limited opportunity for advancement.

i. A number of employees with an elementary school education are employed in various trades; most are limited in trade theory and in their ability to improve due to their low educational achievement level.

j. A number of employees failed to complete high school and are in need of educational courses which will help them to improve their level of performance.

k. Several employees are high school graduates, but have not continued their educational efforts and need review and refresher type courses which will return their educational level to that of the present day high school graduate.

l. Several employees who graduated from high school or have equivalent levels possess the immediate capability of pursuing college level academic, technical and vocational courses and programs.

m. Adult educational programs are now available in the Elizabeth City area which are adequate to provide for almost all of the personal educational needs of the employees - when such needs are determined; and additional programs can be arranged.

4. DISCUSSION.

ORGANIZATION

The Coast Guard's largest aviation complex consists of the COAST GUARD AIR BASE, Elizabeth City, North Carolina and the AIR STATION and the AIRCRAFT REPAIR AND SUPPLY CENTER, which are tenants of the AIR BASE.

The AIR BASE (ECAB) includes all the Elizabeth City Coast Guard property and related planning, maintenance, and support services. The AIR BASE is a Fifth District unit.

The AIR STATION (ECAS) is an air operating unit and operates aircraft primarily in the search and rescue mission under the Fifth Coast Guard District.

AR&SC Civilian Employee Examining Program

The AIRCRAFT REPAIR AND SUPPLY CENTER (AR&SC), as its name implies, is a logistics and industrial organization. It is the only Coast Guard activity devoted to service-wide aircraft overhaul and repair, aeronautical supply, and special training for certain aviation personnel. It operates under the direction of Coast Guard Headquarters.

CIVILIAN EMPLOYMENT

The Elizabeth City Coast Guard Complex has a total of 752 personnel, excluding students, 321 of which are civilians. As the AIRCRAFT REPAIR AND SUPPLY CENTER is the largest employer of civilian personnel, it has been assigned the responsibility for Industrial Relations and Civilian Personnel Administration for all the Elizabeth City Coast Guard units. Civilian personnel are employed by the AR&SC in management positions related to aircraft overhaul and supply, general administrative positions, administering and operating the aeronautical supply program, and in aircraft overhaul and repair production; by the AIR BASE in public works and some other services positions.

JOB RELATED TRAINING

With the introduction of the HH-52A helicopter into service to replace the HH19, and subsequently into the repair and overhaul line at the ARSC came the need for certain civilian and military personnel to have new knowledge and new skills related to that program, and the need for special job-related training programs to provide the new knowledge and skills. Factory training programs were established, and certain military and civilian personnel were selected to attend.

Military personnel were selected for the training on the basis of their military rating and performance. Their opportunity to originally pursue training in their specialty was based on their Navy Battery Test scores. Civilian personnel were selected for training based primarily on their performance. Several of the civilian employees failed the courses, however no military personnel failed. It thus appears that the basis for selection of military personnel for training was better than that for civilian personnel. Since failures reflected a waste of funds, embarrassment to the employee, and a set-back in training and production plans, it was necessary to find some means or criteria for selecting civilian personnel for training with some assurance that they would be successful.

A test program to determine educational level and aptitudes appeared to be appropriate. Since the Navy Battery Test had proven so successful as a criteria for selection of Coast Guard enlisted personnel for training in their specialties, it appeared logical that the same test battery would be a good tool to use for selection of civilian personnel for special training.

PROBLEMS RELATED TO SPECIAL EMPHASIS PROGRAMS

The fact that some of our better civilian employees selected for special training on a basis of performance had failed in training, pointed up the possibility or probability that some of our other personnel problems may very well be seated in the relatively low educational background of many of our employees.

In the social climate which generally exists today, and with the various Government programs emphasizing the importance of insuring that equal opportunities are made available to all citizens regardless of race, color, sex or creed, there is some unrest and discontent, particularly among those employees in the lower level jobs who have been left behind when better job opportunities occurred. While these employees are left behind because they cannot qualify for any higher level work due primarily to their low educational levels, many of them still feel that they are being discriminated against. In fact we have employees at various levels of employm[illegible] who have reached the limit of their promotion potential considering their present educational levels. They may be marginally qualified for promotion, but when better job opportunities come along, there are competitors who are better qualified.

Hence in most grade levels, there are people who have reached the limit of their potential. They are unhappy and their morale is low because they have been in the same grade level for a number of years. They have seen others pass them by, and they seem to not realize or understand why. Explanations normally fall on deaf ears.

All personnel can probably improve their potential to take advantage of opportunities for advancement by improving their educational level, and their vocational skills. A test program to make a determination of their educational level and aptitudes would be very helpful as a basis for recommending the proper level and kind of adult education for the individual to pursue.

For such a testing program to be successful an opportunity for participation should be offered to all employees, however participation should be strictly voluntary. Hence great care in publicizing the program and its objectives is necessary to obtain as much participation as possible, and to allay any individual fears.

5. CONCLUSION. The Navy Battery Test or any other valid and reliable general knowledge type of battery test for which norms have been established would give the AR&SC the necessary information concerning the educational levels and aptitudes of civilian personnel to use as a factor in making selections for special job related training, and also to serve as a solid basis for making recommendations to the individual employees concerning training programs which they may successfully pursue to increase their educational levels and improve their vocational skills.

6. ACTION TAKEN.

a. The initial step was a request (AR&SC Rapidraft letter 12400 dated 27 May 1965) to the Recruit Training Center, Cape May, New Jersey for a copy of the General Classification Test (GCT) as administered to new recruits for the purpose of checking its possible use in determining the general knowledge of civilian employees nominated or applying for advanced training. The Recruit Training Center referred the matter to the Commandant (PTP), who in turn by telephone call to AR&SC on 25 June 1965 requested amplifying information concerning the need for the Battery Test (GCT). Initial indications were that the Navy Battery Test could not be made available for this purpose.

b. AR&SC letter 12400 dated 28 June 1965 to the Commandant (PTP) furnished additional information, and indicated that "information is desired as to the availability of any general aptitude type of battery test to serve as a criteria for selection of civilian personnel for training."

c. Since civilian personnel were concerned, the Commandant (PTP) referred the matter to the Commandant (PC) for comment and any appropriate action.

d. Subsequently the Commandant (PC), (PTP), and (PO) all became interested in this problem for each was involved or had something to contribute. For instance, the Commandant (PC) approves training requests and pays the cost of training for civilian personnel. The Commandant (PTP) is responsible for administering and maintaining the security of various military tests, such as the Navy Battery. Commandant (PO) employs a research psychologist who is an expert in the area of testing and thus would be able to contribute to the selection of some valid tests.

e. A team composed of Messrs. Bud Kranke from the office of the Commandant (PC) and Joe Cowan, Research Psychologist from the Commandant (PO), made a full study of the problem at AR&SC, including interview of those civilian personnel who had failed the training courses. During this study the Commanding Officer, AR&SC, also emphasized that beyond the problem of selection of personnel for special training was a great need to determine the educational level and aptitudes of all civilian personnel to make it possible to recommend to them training which they could pursue in adult education programs to improve their general and vocational educational levels as explained earlier in the discussion. After making a thorough study of the problem and exploring the possibility of various tests which may be used, it was determined by the Headquarters team that the Navy Battery of Tests, including the GCT, the ARI, and the MECH was probably the best suited and most valid to use in resolving the AR&SC problems.

f. Through Commandant (PTP) letter 12000 dated 3 August 1965, to the Commanding Officer of AR&SC, Navy Battery Tests were made available in sufficient quantity to test all civilian personnel, and arrangements were made to have an officer from the Recruit Training Center, Cape May to instruct an AR&SC officer in the administering of these tests.

g. After considerable study and discussion concerning the plans to administer the voluntary testing program, COARSC/ECAB NOTICE 12410 (Enclosure 1) was issued announcing the program. The Commanding Officer addressed all civilian employees in three groups explaining the NOTICE to them and handed a copy to each employee at that time. Questions were invited, and all questions were answered.

h. Subsequently, on a daily basis, employees were assembled in groups of about twenty and were offered the opportunity to take the Navy Test Battery, as well as the Sikorsky Electronics Test, and the Navy Electronics Technician's Selection Test. The program was again explained to each group, and those not desiring to take the tests were allowed to go back to their regular work. Approximately 80% of the civilian personnel took the tests.

i. The officer-in-charge of the program graded the tests, assigned raw scores and converted the raw scores to Navy Standard Scores. This was essential since Norms are based on Standard Scores and since selection for attendance at service schools is made by the Navy and Coast Guard based on the standard scores.

j. Before employees could be interviewed and advised concerning possible courses of action available to them for improving their potentials and educational levels, it was necessary to develop a Decision-Logic Table (Enclosure 2). The Table indicated a range of employee potential and achievement from the illiterate to the acceptable for college training leading to a degree. The information derived from the interview, plus the Standard Score accomplishment level would provide the interviewer with a reasonably accurate and acceptable recommendation to the employee. As an example, we will use an employee who scored over 110 on the combined GCT and ARI Tests. The interview and records show that he failed to complete high school but that he wants a high school certificate. The Table indicates that the interviewer should suggest the High School Certificate Program (GED). Such a program is available through the College of the Albemarle in Elizabeth City and the employee would be advised accordingly.

k. Employees who took the tests were interviewed by the Industrial Relations staff. The Civilian Personnel Training and Guidance Information Sheet (Enclosure 3) was completed by the interviewer. After the interview, the interviewer advised the employee that he would receive a letter from the Commanding Officer listing the scores made on the test, and an explanation of any academic and vocational programs available, should the employee desire to participate at this time. The Commanding Officer reviewed the interview information, and signed a letter (Enclosure 4) to each employee giving the tests scores and indicating adult educational programs available which the employee could probably pursue with success. Along with the letter, each employee was given a newspaper which describes fully the many academic and vocational programs just now available at the College of the Albemarle.

l. The test and interview information was filed for use as a factor in future selection of civilian employees for special job related training.

7. PRELIMINARY RESULTS.

a. In developing this program, meetings with the various educators, administrators, and coordinators of local educational organizations has resulted in a warm cooperative atmosphere between AR&SC and public, private, parochial, and business schools, and colleges, and a mutual understanding of the educational problems as related to the government, the community, and the educational community.

b. Increased interest in self-development education and training courses by all personnel, military and civilian, at the Elizabeth City Coast Guard Complex; based on unsolicited discussion with various personnel in their respective work areas.

c. Several employees have indicated they are now enrolled in the High School Equivalency Certificate Program (GED) at the College of the Albemarle.

d. During the interviews a number of employees expressed plans to participate in educational programs to improve their work performance, and be better able to cope with the ever changing technology of the times. The HH-52A aircraft program and ARSC computer installation and applications program are prime examples of changing technology.

e. The local educators have indicated that the AR&SC program has motivated some employees directly and others indirectly to enroll in the various programs now available. The program is too new for conclusive evaluation, however all indications are favorable.

f. AR&SC has been able to indicate to local educators the approximate numbers of employees at the various educational levels, and to suggest additional courses and programs which may be needed to provide for the developmental needs of the civilian employees. This information facilitates planning on the part of local, state and federal educators and institutions.

g. Advice and assistance has been given to help local educators to establish proper educational standards for the various non-accredited college, technical, and vocational programs and courses so that certificates granted to students will reflect a satisfactory and acceptable performance level to students and employers, present and future.

8. PLANNED ACTIONS.

a. Based on preliminary results, plans are to continue this program at AR&SC.

b. Future selections for special job related training will be based in part on the Navy Battery Test scores.

c. Employees who decline to take the Navy Battery Tests will not be selected for special job related training.

d. Employees who declined to take the Tests will have their records reviewed, be interviewed, and based on the best information at hand, be given recommendations similar to those given to participating employees.

e. When the program develops further, an effort will be made to correlate the Navy Battery Test scores, the GED test scores provided by local educators, and the success of trainees at the recommended levels.

f. A follow up report will be prepared when the program is more mature and results more conclusive. This report should follow within approximately six months.

9. RECOMMENDATIONS. These recommendations are necessarily based on preliminary information, and are as follows:

a. That this program be given a trial at another large Coast Guard industrial base.

b. That this program be considered for servicewide use, especially where relatively large concentrations of clerical, supply, and wage board employees are located.

c. That this program be forwarded to the Treasury Department and Civil Service Commission for their consideration in view of the potential government wide application.

Prepared by:

James W. Williams

JAMES W. WILLIAMS, CAPT, USCG
Commanding Officer
U.S.C.G. Aircraft Repair and Supply Center
Elizabeth City, North Carolina

UNITED STATES COAST GUARD
AIRCRAFT REPAIR & SUPPLY CENTER
ELIZABETH CITY, N. C.

COARSC/ECAB NOTE 12410
17 August 1965

COARSC/ECAB NOTICE 12410

TO: Elizabeth City Coast Guard Civilian Employees

SUBJ: Testing of Civilian Employees; announcement of

1. Purpose. To announce a testing program for Elizabeth City Coast Guard civilian employees to:

a. See if you are ready for special training occasionally offered at government expense and

b. See what training you need which you may obtain through adult education courses, correspondence courses, or other places.

2. Discussion:

a. Our workload is changing almost all the time. The most marked recent change is the new HH-52A Overhaul Program. Such changes require new knowledge and new skills for our people to do the job. The government furnishes some training where a new kind of work makes it necessary.

b. Each of us has a certain amount of experience and education or training. We will get more out of life and be more valuable to our employer and our community if we can increase our experience and improve both our general and technical education and training. This improvement depends on you; opportunities are available.

c. So we can see what you need, the Commandant in Washington has told us we may use the same tests which are given to military people for the same reason. They are:

GCT - General Classification Test
ARI - Arithmetic
MECH - Mechanical
ETST - Electronic Technician Selection Test

Sikorsky aircraft is also letting us use their test for electrical and electronics courses which is called: SET - Sikorsky Electronic Test.

d. The first three tests will be given to all - the last two to electrical and electronics people and others who request it. You will be scheduled, but you do not have to take the tests unless you want to. If you take the tests, we will give you your scores and an explanation of what they mean. If you desire, we will recommend training which you may get yourself.

COARSC/ECAB NOTICE 12410
17 August 1965

3. Action. We will start giving the tests in the near future. The time and dates will be published in the Plan of the Day. Any questions will be answered - don't be afraid to ask them.

4. Cancellation. This notice will be cancelled when above information is noted and for record purposes on 31 August 1965.

J. W. WILLIAMS

Encl: (2)

DECISION LOGIC TABLE REGARDING SUGGESTIONS FOR EMPLOYEE TRAINING

Condition 1	Condition 2	Condition 3	Condition 4	Suggested Action
GCT & ARI Below 85	Low test score in agreement with record performance & educational factors.	None	None	Course in Basic English & Arithmetic skills should be taught at low level.
Very low test scores	Record of performance & educational factors above level indicated by test scores.	Wants to improve basic communication skills.	None	Same as above.
		Wants High School certificate.	None	COA interview & test program to further evaluate potential.
		Wants technical training.	None	Same as above.
GCT & ARI 85 to 94	Wants High School certificate.	None	None	COA interview & test program for GED certificate.
Low test scores	Has High School certificate or does not want one.	Wants to improve basic skills.	None	Course in learning Lab. and basic skills refresher courses.
		Wants to improve technical knowledge and skills.	Experience & education of limited value.	COA interview & test program to further evaluate potential.
			Good experience & good previous technical training.	Vocational Program evening classes Non-credit - COA.
GCT & ARI 95 to 110 Average range test scores.	Wants High School certificate.	None	None	High School certificate program (GED)
	Has High School certificate.	Wants to improve technical knowledge & skills.	Good experience & technical training.	Vocational School - Non-credit COA.
			Excellent experience & previous technical training.	College level courses at COA for credit excluding highly technical courses.
GCT & ARI Over 110	Wants High School certificate.	None	None	High School certificate program (GED).
	Has High School certificate.	None	None	Acceptable for local college training leading to degree.

U. S. COAST GUARD
AIRCRAFT REPAIR AND SUPPLY CENTER
ELIZABETH CITY, N. C.

CIVILIAN PERSONNEL TRAINING AND GUIDANCE INFORMATION

A. Name:_____ Date:_____

1. Present position (job factors):

a. Position or job:_____

b. Grade or rate:_____

c. Time in grade or job:_____

2. Educational background:

a. Circle highest grade completed:

(1) Elementary 1 2 3 4 5 6 7

(2) Jr. and High 8 9 10 11 12

(3) College 13 14 15 16 17 18 19

b. Major area of study while attending:

(1) High School_____

(2) Vocational School_____

(3) Business College_____

(4) College or University_____

c. Previous military service schools attended: (List by name, location and dates of attendance):

(1) _____

(2) _____

(3) _____

3. Basic Test Battery Scores: GCT___ ARI___ MECH___ ETST___ SET___

4. Employee Interests and Motivation:

a. You are now a/an_____, what is your immediate job goal?

_____

b. What are your long-range plans?_____

_____

c. Are you interested in further training?_____

d. If yes, what do you plan to study?_____

when?_____where?_____do you consider it job related?_____

If so, how_____

e. If you do not choose to further your education at this time, do you care to explain?_____

5. Explanation: Test scores plus information gathered in the interview indicate that the following educational objectives could be pursued:

☐ a. College level academic courses and programs:

(1) Elizabeth City State College - no night time courses are scheduled at present but may be arranged in the future.
(2) College of the Albermarle - Evening courses available in Liberal Arts, Business Education, and Business Administration.

☐ b. Two-year college technical programs at the College of the Albermarle - no night time courses are scheduled at present but may be arranged in the future.

☐ c. High school academic courses:

(1) Elizabeth City High School (night school)

☐ d. High School Equivalency Certificate Program (GED); available at the College of the Albermarle - call Mr. Walter Dunn, telephone 335-5461.

☐ e. Vocational programs at College of the Albermarle, evening classes (no--college credit courses); available at the College of the Albermarle - call Mr. Walter Dunn, telephone 335-5461.

☐ f. Basic educational skills in English, Arithmetic and related subjects for adults; available at the College of the Albermarle - call Mr. Walter Dunn, telephone 335-5461.

_____
Interviewer

U. S. COAST GUARD
AIRCRAFT REPAIR & SUPPLY CENTER
ELIZABETH CITY, N. C.

From: Commanding Officer, CG Aircraft Repair & Supply Center, Elizabeth City, N. C.
To:

Subj: Civilian Personnel Training & Guidance Information

Ref: (a) COARSC/ECAB NOTE 12410 dtd 17 Aug 65

1. In accordance with reference (a), your Basic Test Battery Scores are:

GCT:____ ARI:____ MECH: _____ ETST: _____ SET: _____

2. Explanation: The above information regarding your test scores plus that gathered in the interview indicate that you could pursue the following educational objectives should you desire to do so at this time:

☐ a. College level academic courses and programs:

(1) Elizabeth City State College - no night time courses are scheduled at present but may be arranged in the future.

(2) College of the Albermarle - evening courses available in Liberal Arts, Business Education, and Business Administration.

☐ b. Two-year college technical programs at the College of the Albermarle - no night courses are scheduled at present but can be formed in January 1966.

☐ c. High school academic courses:

(1) Elizabeth City High School (night school)

☐ d. High School Equivalency Certificate Program (GED): Available at the College of the Albermarle - call Mr. J. Tivis Wicker, telephone 335-5461.

☐ e. Vocational Programs at College of the Albermarle, evening classes (no-college credit courses): Available at the College of the Albermarle - call Mr. J. Tivis Wicker, telephone 335-5461.

☐ f. Basic educational skills in English, Arithmetic and related subjects for adults: Available at the College of the Albermarle - call Mr. J. Tivis Wicker, telephone 335-5461.

3. Occasionally special training courses and schools are required in order to develop new skills necessary to support our Coast Guard mission. When employees are selected to attend such special training, the costs will be paid by the Coast Guard. Test scores will be used as one of the factors in selection.

4. Your participation in this program demonstrates your desire for self-improvement, and I trust the information furnished will prove most helpful.

J. W. WILLIAMS

TREASURY DEPARTMENT U. S. COAST GUARD CG-3816 (Rev 12-62)	MANAGEMENT IMPROVEMENT REPORT	REPORT CONTROL SYMBOL CAM-1030
1. FROM: Commanding Officer, CG Aircraft Repair and Supply Center, Elizabeth City, North Carolina TO: Commandant (CAM) VIA:		2. DATE 22 October 1965 3. ☐ QUARTERLY ☒ OCCASIONAL
4. BRIEF DESCRIPTIVE TITLE: CIVILIAN EMPLOYEE EXAMINING PROGRAM TO DETERMINE EDUCATIONAL LEVEL AND APTITUDE.		5. PROJECT NUMBER 5-AR-44

6. DESCRIPTION OF PROCEDURE OR SITUATION BEFORE IMPROVEMENT:

Employees were selected for special job related training based primarily on job performance; some failed the courses.

In the social climate which generally exists today, with the various programs emphasizing the importance of insuring that equal opportunities are made available to all citizens regardless of race, color, sex or creed, there is some unrest and discontent, particularly among those employees in lower level jobs who have been left behind when better job opportunities occur. While these employees are left behind because they cannot qualify for any higher level work due primarily to their low educational levels, many still feel that they are being discriminated against. In fact, we have employees at various levels of employment who have reached the limit of their promotion potential, considering their present educational levels.

7. DESCRIPTION OF PROCEDURE OR SITUATION AFTER IMPROVEMENT:

Employees are now offered the opportunity to take the Navy Battery Tests (GCT, ARI, MECH, & ETST), and encouraged to do so.

Test results are used as a factor in selection of employees for job related training; employees who decline the tests are not selected.

After interview, each employee receives a letter from the Commanding Officer giving the test scores and indicating adult education programs available which he could probably pursue with success.

After interview and record review, each employee who declined to take the tests receives a letter from the Commanding Officer indicating adult educational programs he could possibly pursue with success.

8. EXPLANATION OF IMPROVEMENT AND/OR SAVINGS:

With Navy Battery Test scores used as a factor in selection of employees for training, it is believed that failures will be eliminated or at least minimized.

Recurring annual benefits of this program include dollar and man-hour savings of eliminating employee course failures; the timeliness of this program will eliminate heavier losses.

Other measurable benefits will include employee self improvement which will increase the average educational level of employees, and hopefully eliminate illiteracy with consequent improved job performance and morale, and increased individual potential. With available educational programs, there is no good reason to remain illiterate.

The attached "STUDY ON CIVILIAN EMPLOYEE EXAMINING PROGRAM TO DETERMINE EDUCATIONAL LEVELS AND APTITUDE FOR USE IN DETERMINING READINESS TO PURSUE ADDITIONAL TRAINING AND EDUCATION" describes this program in detail from its inception.

CONTINUE ITEMS 6, 7, AND 8 ON REVERSE IF NECESSARY	9. ESTIMATED RECURRING ANNUAL SAVINGS		10. ONE TIME SAVINGS
	A. MANYEARS .08	B. MONETARY $1,081	-
SIGNATURE J. W. WILLIAMS, CAPT, USCG		TITLE Commanding Officer	

GPO 871-349

TREASURY DEPARTMENT
UNITED STATES COAST GUARD

Address reply to:
COMMANDING OFFICER
U.S. COAST GUARD
AIRCRAFT REPAIR & SUPPLY CENTER
ELIZABETH CITY, N.C. 27909

12410
17 June 1966

From: Commanding Officer, CG Aircraft Repair & Supply Center, Elizabeth City, N. C.
To: Commandant (PC)

Subj: ARSC Testing Program Progress Report

Ref: (a) Management Improvement Report 5-AR-44 of 22 Oct 65
(b) Management Improvement Report 5-AR-44(a) of 6 May 66

1. The ARSC Testing Program was reported in Management Improvement Report 5-AR-44 of 22 October 1965. A follow-up report, 5-AR-44(a), was submitted 6 May 1966.

2. The testing program had two objectives; (a) to help management select employees who are most likely to be successful in job-related training provided at government expense; and (b) to facilitate counselling of employees with respect to their own self-development needs and educational opportunities available at local public schools and colleges.

3. As reported in reference (b), we believe that significant educational improvements have resulted from the program. Our review of the program indicates that lasting and important advances in increased efficiency are likely results from upgrading the education of our employees. The improved status of minority group employees is an integral and important part of this program. It should result in improved morale and personnel relations.

4. Since the implementation of this program is an indication to all employees of management's interest in their welfare and development, we believe that employee productivity and morale have improved. No objective measurement of this is available. However, this type of result, known as the "Hawthorne" effect, is typical of such management effort.

5. Meaningful measures of possible improvement in job productivity and performance resulting from the training effort have not yet been developed because of the recency of the completion or the continued participation of employees in the training effort. However, it is expected that improvement in basic skills, such as English and math cannot but help enhance the performance and productivity of employees who, previous to participation in the program, were classified as illiterate or functionally illiterate.

6. More conclusive and objective evaluation of the full impact of this program must be deferred until such time as the consequences of the program can be fully evaluated through an objective and empirical follow-up

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study. It is not expected that changes of sufficient magnitude in the important factors which might be used as criterion would likely occur in the first or even second year of the program. Accordingly, a more meaningful follow-up study to determine the full impact of the program should be deferred until the program has been in operation for at least three years.

7. The achievements reported in reference (b) were made without an increase in the size of our staff. Approximately 400 man hours were expended in 1965 in the implementation and management of the program by our Industrial Relations staff, and about 80 hours by the military officer who conducted the written tests. This does not include the time of management and supervisory personnel and Union representatives in planning and developing the program, nor the test and interview time of employees away from their work. This command is able to provide the same level of support in Fiscal Year 1967 as was provided in the previous year. We believe that the program is capable of returning far more benefits than in 1965, if added emphasis is given it. However, increased support of the program would require additional funds and personnel.

8. Enclosure (1) is a statement of the interest, findings and support of the major adult education facility in the area. It indicates that the experience gained in planning, developing and providing for the educational needs of our employees is a mutually beneficial cooperation arrangement, which may have broad application in Government.

J. R. IVERSEN
Acting

Encl: (1) COA Pres. ltr of 6-16-66

College of The Albemarle

ELIZABETH CITY, N. C.

OFFICE OF THE PRESIDENT

June 16, 1966

Commanding Officer
Aircraft Repair and Supply Center
United States Coast Guard Base
Elizabeth City, North Carolina

Dear Sir:

I am pleased to render our assessment of a co-operative venture in educational development between the Coast Guard, Employee Development Branch, and the College of the Albemarle.

Last October members of our staff met with staff members from the Employee Development Branch in order to discuss what each staff could do to motivate Coast Guard employees toward greater utilization of educational resources in this area.

In the insuing year the College has attempted to cooperate with the efforts of Mr. Kranke, Mr. Cowan, and Mr. Robertson in assuring the employees a genuine reception in all phases or our activity. This includes our adult basic education (literacy training), high school equivalency preparation with the use of program materials, and the regular credit academic programs.

I might add that in this venture the Coast Guard is the first agency with which we have worked in any cooperative educational improvement venture for employees. Our past experience has been with individuals. We are very pleased to know of the effort of the Coast Guard in the attempt to encourage employee participation in the educational process. This is a procedure which other government agencies and private commercial interests might well emulate.

The College of the Albemarle, a community oriented college, is very pleased to continue our past association with the Coast Guard. We plan to continue our basic program offerings as was discussed last year, and we are hopeful of also providing guidance from our Student Personnel Division. We are extremely interested in this project since the people of concern are our citizens.

I want to commend the Coast Guard and especially Mr. Kranke and his staff for the effort and encouragement rendered.

Sincerely yours,

B. A. Barringer
President

BAB:maj

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International Association of Machinists
and Aerospace Workers
Local Lodge 2203
Affiliated with AFL-CIO
ELIZABETH CITY, NORTH CAROLINA 27909

June 29, 1966

Commanding Officer
Coast Guard Repair & Supply Center
Elizabeth City, N. C.

Dear Sir:

Local Lodge 2203, IAM & AW, has always been interested in self-improvement of working men and women. We know this can be done best by an educational plan, where by the employee and management can work together as a team.

A plan was started last year. Participation was very good from the start. Local Lodge 2203 encouraged its members and non-members to participate in this program. We still do, and a number are still participating in this program.

Those who are participating in the program are finding great self-satisfaction in completing or adding to their education.

We in the local Lodge consider it one of our greatest goals to encourage all employees of AR & SC to continue in this education program.

Sincerely yours,

Erna D. Bright

ERNA D. BRIGHT, President
Local Lodge 2203, IAM & AW

ERIC Clearinghouse
JAN 22 1969
on Adult Education